



## JESSE S BOBO ELEMENTARY

495 Powell Mill Road  
Spartanburg, South

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	481 Students	
<b>Principal</b>	Patrick Suber	864-576-2085
<b>Superintendent</b>	Darryl Owings	864-576-4212
<b>Board Chair</b>	Mr. Alex Meadows	864-576-4212

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Below Average</b>	<b>At-Risk</b>
2009	Below Average	At-Risk
2008	Below Average	At-Risk
2007	Below Average	At-Risk
2006	Below Average	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

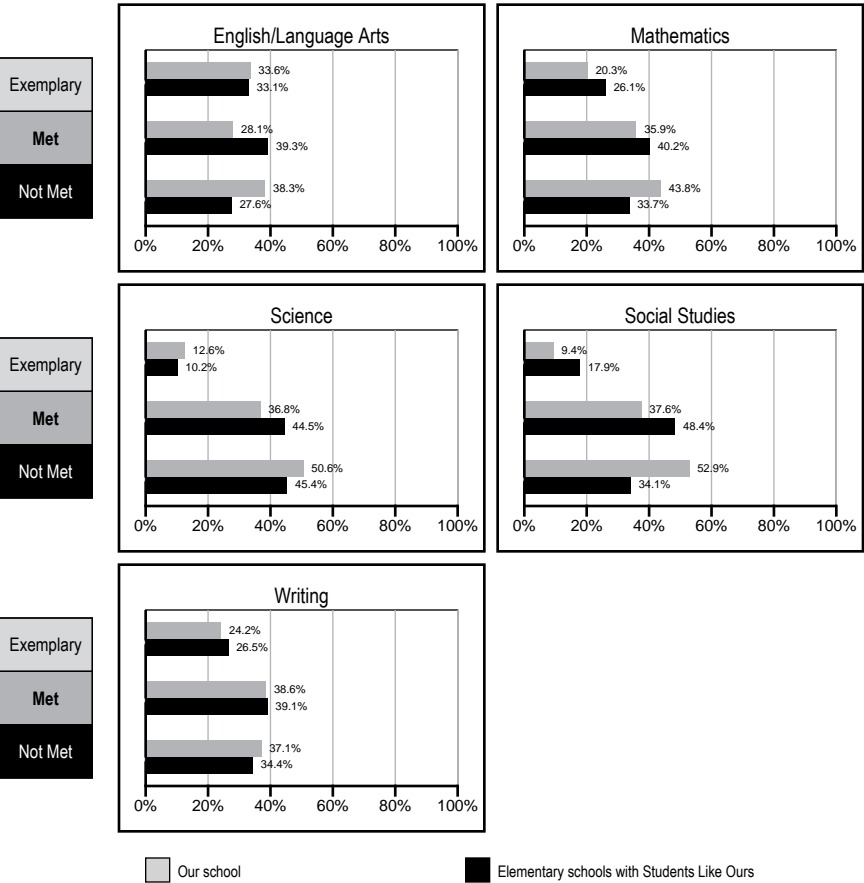
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 94.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
2	9	94	19	3

\* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=481)</b>				
First graders who attended full-day kindergarten	87.7%	Down from 100.0%	100.0%	100.0%
Retention rate	2.2%	Up from 1.4%	1.6%	1.2%
Attendance rate	95.9%	Down from 96.1%	95.7%	96.1%
Eligible for gifted and talented	11.5%	Up from 7.1%	8.6%	11.7%
With disabilities other than speech	10.0%	Up from 9.9%	8.9%	8.0%
Older than usual for grade	0.0%	No Change	0.6%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=40)</b>				
Teachers with advanced degrees	70.0%	Up from 50.0%	60.0%	60.5%
Continuing contract teachers	75.0%	Up from 60.0%	84.2%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	75.8%	Up from 74.2%	86.4%	87.0%
Teacher attendance rate	95.2%	Down from 96.2%	95.0%	95.4%
Average teacher salary*	\$47,875	Up 4.3%	\$46,685	\$47,288
Professional development days/teacher	13.0 days	Up from 3.2 days	11.1 days	10.5 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	23.1 to 1	Up from 19.7 to 1	19.1 to 1	19.2 to 1
Prime instructional time	90.4%	Down from 91.6%	90.0%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	87.7%	Up from 13.3%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$7,359	Down 0.5%	\$7,742	\$7,548
Percent of expenditures for instruction**	67.0%	Down from 72.5%	68.0%	68.7%
Percent of expenditures for teacher salaries**	65.0%	Up from 53.9%	64.5%	65.1%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

The 2009-2010 school year was a pivotal year for Jesse S. Bobo Elementary School. New and exciting programs were launched while we remained steadfast in researching and incorporating effective practices for fostering growth in all students. While we are proud of being a Red Carpet School, our daily efforts are committed to providing all children with every opportunity for higher academic achievement.

Our school year commenced with the report that our school had the 17 performance objectives required for Adequate Yearly Progress (AYP). Although, our school achieved AYP, we are dedicated to staff development opportunities for teachers, to analyzing PASS, MAP, DIBELS scores and classroom grading systems to determine areas of deficiencies, and to implementing the SRA reading program for every student in grades K-5. Early Bird passes to computer lab, the Media Center, Thinking Skills games, and physical activities in the gym provided our students with early morning exercise for the brain and body.

Exciting for all of us was that yearend data revealed substantial gains in mathematics at Jesse S. Bobo Elementary School. Students, faculty, staff, and school family members also participated in a variety of service learning activities which included the American Heart Association (Jump Rope for Heart), American Cancer Society (Relay for Life), and the United Way.

As we approach the 2010-2011 school year, Jesse S. Bobo Elementary School will continue to ensure that our students are provided a rigorous curriculum that will enable all students to become independent learners.

Patrick Suber, Principal

Renee Spangler, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	28	32	18
Percent satisfied with learning environment	85.7%	84.4%	77.8%
Percent satisfied with social and physical environment	89.3%	81.3%	83.3%
Percent satisfied with school-home relations	75.0%	86.7%	77.8%

\* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	7.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	7.7%	0.0%	No
Student attendance rate	95.9%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	140	100	38.2	29	32.8	76.3	82.3	83.5	Yes	Yes
<b>Gender</b>										
Male	74	100	39.7	25	35.3	75	79.7	80.1	N/A	N/A
Female	66	100	36.5	33.3	30.2	77.8	84.9	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	28	100	25	21.4	53.6	82.1	88.5	89.6	I/S	I/S
African American	85	100	46.1	31.6	22.4	72.4	74.3	74.6	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	88	92.7	I/S	I/S
Hispanic	20	100	30	20	50	80	74.7	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	83.3	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	32	100	77.4	16.1	6.5	38.7	46.3	51.7	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	78.6	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	21	100	33.3	28.6	38.1	76.2	74	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	112	100	34.9	29.2	35.8	79.2	76.7	76.9	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	140	100	44.3	35.9	19.8	69.5	80.9	80.4	Yes	Yes
<b>Gender</b>										
Male	74	100	45.6	35.3	19.1	69.1	78.9	78.4	N/A	N/A
Female	66	100	42.9	36.5	20.6	69.8	83	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	28	100	35.7	35.7	28.6	71.4	87	87.8	I/S	I/S
African American	85	100	52.6	35.5	11.8	68.4	72.2	69.3	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	88.9	93.5	I/S	I/S
Hispanic	20	100	35	25	40	65	75.1	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	83.3	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	32	100	77.4	19.4	3.2	35.5	42.5	46.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	78.6	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	21	100	33.3	38.1	28.6	66.7	75.4	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	112	100	42.5	37.7	19.8	73.6	74.7	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	94	100	50.6	36	13.5	49.4	66.3	67.3
Gender								
Male	48	100	48.9	31.1	20	51.1	65.8	66.9
Female	46	100	52.3	40.9	6.8	47.7	66.8	67.7
Racial/Ethnic Group								
White	22	100	27.3	40.9	31.8	72.7	78.3	79.6
African American	54	100	67.3	30.6	2	32.7	49.8	49.7
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	76.1	84.4
Hispanic	13	100	23.1	53.8	23.1	76.9	55.8	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	68.8	69.5
Disability Status								
Disabled	20	100	N/A	N/A	N/A	5.3	25.4	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	14	100	35.7	50	14.3	64.3	54.2	58.6
Socio-Economic Status								
Subsidized meals	75	100	46.6	39.7	13.7	53.4	56.1	55.4

Social Studies

All Students	95	99	53.5	37.2	9.3	46.5	70.4	70.9
Gender								
Male	47	100	64.3	23.8	11.9	35.7	70.5	70.1
Female	48	97.9	43.2	50	6.8	56.8	70.3	71.7
Racial/Ethnic Group								
White	15	100	46.7	40	13.3	53.3	77.8	79.2
African American	64	98.4	52.7	41.8	5.5	47.3	59.6	58.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	83.7	86.8
Hispanic	12	100	58.3	16.7	25	41.7	63.4	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	50	71.2
Disability Status								
Disabled	24	100	78.3	17.4	4.3	21.7	32.9	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	11	100	63.6	18.2	18.2	36.4	64.7	68
Socio-Economic Status								
Subsidized meals	75	100	52.2	37.7	10.1	47.8	62.3	60.8

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	144	97.9	37.1	38.6	24.2	62.9	71.8	72.1	95.9	96.3
Gender										
Male	74	98.7	43.3	37.3	19.4	56.7	64.9	65.2	95.8	96.3
Female	70	97.1	30.8	40	29.2	69.2	78.8	79.2	96.1	96.4
Racial/Ethnic Group										
White	28	96.4	29.6	33.3	37	70.4	80	80.8	96	96
African American	89	98.9	43	40.5	16.5	57	61.9	59.7	96	96.7
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	79.1	87	95.9	97.1
Hispanic	20	100	30	35	35	70	61.4	64.6	96.1	96.4
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	70.8	73.4	86	94.1
Disability Status										
Disabled	34	94.1	80.6	12.9	6.5	19.4	24.9	27.7	96.1	96
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	95.7	97.1
English Proficiency										
Limited English Proficient	21	95.2	35	40	25	65	60.8	63.7	96.7	96.4
Socio-Economic Status										
Subsidized meals	117	99.2	33.9	40.4	25.7	66.1	64	61.9	96.1	95.9

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	62	100	23.6	34.5	41.8	76.4
	4	52	100	53.3	31.1	15.6	46.7
	5	51	100	38.3	42.6	19.1	61.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	38	100	21.6	24.3	54.1	78.4
	4	48	100	52.3	34.1	13.6	47.7
	5	54	100	38	28	34	62
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	62	100	36.4	32.7	30.9	63.6
	4	52	100	48.9	33.3	17.8	51.1
	5	51	100	44.7	48.9	6.4	55.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	38	100	24.3	40.5	35.1	75.7
	4	48	100	54.5	34.1	11.4	45.5
	5	54	100	50	34	16	50
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	32	96.9	39.3	35.7	25	60.7
	4	52	100	57.8	33.3	8.9	42.2
	5	25	100	N/AV	N/AV	N/AV	50
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	19	100	33.3	33.3	33.3	66.7
	4	48	100	63.6	34.1	2.3	36.4
	5	27	100	40.7	40.7	18.5	59.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	30	100	48.1	44.4	7.4	51.9
	4	52	100	40	48.9	11.1	60
	5	26	100	48	40	12	52
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	20	95	36.8	42.1	21.1	63.2
	4	48	100	61.4	31.8	6.8	38.6
	5	27	100	52.2	43.5	4.3	47.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	60	100	36.4	18.2	45.5	63.6
	4	52	98.1	55.6	35.6	8.9	44.4
	5	52	100	46.8	34	19.1	53.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	40	92.5	18.9	40.5	40.5	81.1
	4	48	100	47.7	38.6	13.6	52.3
	5	56	100	41.2	37.3	21.6	58.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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